A STUDY OF HOME ECONOMICS IN
GENERAL EDUCATION
IN
MASSACHUSETTS

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BOSTON UNIVERSITY

SCHOOL OF EDUCATION

Thesis

A STUDY OF HOME ECONOMICS IN GENERAL EDUCATION IN MASSACHUSETTS

Submitted by

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Purpose.-- The purpose of this study is to determine the extent to which Massachusetts school systems, in recognizing the value of the general home economics program, (1) offer such a program to students, and (2) provide the teachers and facilities needed for the sound, adequate presentation of such a program.

Upon analysis of this major problem, three subordinate problems develop. These are as follows:

1. To analyze through the use of an inquiry form the nature and extent of the home economics programs offered in 52 selected rural and urban communities of Massachusetts

2. To state the educational preparation, duties and responsibilities of personnel engaged in instructing home economics

3. To determine the facilities offered for the maintenance of a well-balanced general home economics program.

The desire of educators, teachers and administrators for more valid, sound instruction in the schools is sufficient justification for a study of this kind which has as a main objective, the analysis of the factors for making home eco-

CHAPTER I

INTRODUCTION

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1. To analyze through the use of an inquiry form the nature and extent of the home economics programs offered in a selected total of urban communities of Massachusetts.

2. To ascertain educational preparation, duties and responsibilities of personnel engaged in instruction home economics.

3. To locate the facilities offered for the maintenance of a well-balanced general home economics program.

The desire of educators, students, and participants for more well, rounded instruction in the art of living is satisfied by the functions of this study of this kind which deals with a subjective, the reality of the factors for making home eco-

nomics meet the educational needs of youth.

Too often the home economics course is a convenient reservoir for the less competent pupils or an easy way for pupils to attain credits for certification or for graduation.

At present, in Massachusetts, no over-all governing principle influences home economics curriculum construction. The prospective teacher has no stable criteria on which to judge her course content. The change from the traditional classroom procedure is not sufficiently comprehended or implemented by teachers, administrators or the communities served by them.

Definitions of terms.-- Certain terms used in this paper may require brief definitions. The following are taken from Fundamentals of Secondary-School Teaching:[1]

General Education[2]

> Guided and directed experience which is intended to enable citizens to become as capable of intelligent behavior, as well-intentioned and as rationally like-minded about the basic problems of individual and group living as their hereditary potentialities will permit.

Vocational Education[3]

> Complete preparation for a vocation; experience

1/ Roy O. Billett, Fundamentals of Secondary-School Teaching, Houghton Mifflin Company, New York, 1940.

2/Ibid., p. 360.

3/Ibid., p. 360.

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At present, in Kaapschadtte, the overall supervision of home economics has been assigned to the principal of the secondary school. The principal teacher has no time available to visit the schools or counsel teachers. The course from the traditional approach procedure is not individually undertaken or improvised by teachers, manifested by the completion served by them.

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General education

Guides and directs a consciousness of the [illegible] to realize civilization's values in [illegible] of tribal, [illegible] and [illegible] viewpoint, as well-informed [illegible] and [illegible] citizens who build prosperity [illegible] and [illegible] from living on basis [illegible] responsibilities and [illegible] growth.

Vocational education

Course or [illegible] in [illegible] knowledge

1/ Roy O. Billett, Fundamentals of Secondary-School Teaching, Houghton Mifflin Company, New York, 1940.

2/Ibid., p. 200.

3/Ibid., p. 220.

regarded as culminating in specific preparation for a job.
1/

Unit

The verbal representation of the teacher's goals or objectives stated in complete declarative sentences and for the teacher's use only.
2/

Unit Assignment

The sequence of teacher-pupil activity whereby the teacher expects the pupil to attain the desired goals or objectives.
3/

Core Activities

That part of the unit assignment in which it is expected that most pupils--perhaps all pupils--will engage directly at some time, in some way, and to some extent.
4/

Optional Related Activities

Activities or projects in which pupils engage solely because they want to;----selected with the advice and approval of the teacher, and pursued under the guidance of the teacher.

The following definitions of terms are taken from the Dictionary of Education:
5/
6/

Course

Organized subject matter in which instruction is

1/Roy O. Billett, op. cit., P. 505.

2/Ibid., p. 506.

3/Ibid., p. 507.

4/Ibid., p. 507.

5/Carter V. Good, Editor, Dictionary of Education, McGraw-Hill Book Company, New York, 1945.

6/Ibid., p. 106.

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Course

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1/Harry A. Fillmore, op. cit., 2/Ibid., p. 200. p. 200.

3/Ibid., p. 207. 4/Ibid., p. 207.

5/Carter V. Good, Editor, Dictionary of Education, Second Edition, McGraw-Hill Book Company, New York, 1945.

6/Ibid., p. 106.

offered within a given period of time, and for which credit toward graduation or certification is usually given.[1]

Curriculum

A systematic group of courses or sequences of subjects required for graduation or certification in a major field of study.

A general over-all plan of the content or specific materials of instruction that the school should offer the student by way of qualifying him for graduation or certification or for entrance into a professional or a vocational field.

The following definition is taken from the Journal of Home Economics:[2]

Home Economics

That part of the total educational program which is centered on home activities and relationships enabling an individual to assume the responsibilities of homemaking or equipping him for effective membership in the family, home and community. It may include preparation for the pursuit of one of the professions in the field of home economics.

2. Explanation of Procedures

As an approach to solving the problems involved in this study, the following procedures were used:

1. Literature in the field of home economics was examined in order to obtain a background for the problem.

2. An analysis was made of the phases of home economics

1/Carter V. Good, op. cit., p. 113.

2/D. M. Leahy, "Trends in Homemaking Education," Journal of Home Economics (April, 1950), 42:270

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[1]Carter V. Good, op. cit., p. 112.

[2]I. V. Leahy, "Trends in Homemaking Education," Journal of Home Economics (April, 1950), 42:270

that could and/or should be included in a well-balanced program. The influence of various factors was, also, analyzed.

3. A five-page inquiry form was prepared to determine the status of home economics in general education in Massachusetts.

4. The inquiry form was mailed to 75 selected rural and urban communities accompanied by a letter of introduction.

5. The data from the 52 returned inquiry forms were tabulated and analyzed.

6. Conclusions and recommendations based upon the findings of the study were made.

Details of major procedures.-- A five-page inquiry form was prepared and mailed to home economics departments in selected rural and urban communities of Massachusetts.[1/] From such a form, it could be determined to what extent the traditional concepts of curriculum in this field had changed.

The first problem was to analyze the nature and extent of home economics courses offered. The information obtained was arranged according to the number of schools offering accepted topical areas of work in this field, the number of weeks per year given to each area, and whether or not the areas were required or elective for boys and/or girls. Provision was, also, made for response regarding the time allotted each week to home economics, the total yearly budget for the department, the approximate number of enrolled pupils who

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1/A sample of this inquiry form and letter of introduction is included in the Appendix.

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participated in various school and/or community activities. Opportunities for pupils serving in a capacity of assistant to the teacher, participation in at least one field trip per year and systematic scheduling of housekeeping duties were, also, indicated by the respondent.

Regarding the second problem, information concerning personnel was recorded. Such factors as the educational preparation, related experience, duties and responsibilities of the home economics teacher, and the number of full-time instructors were considered. This was followed by a chart showing the total enrollment in the grades concerned and the number of pupils taking home economics. This was for the purpose of determing the average percentage of students taking home economics and noting where fluctuations occurred.

The inquiry form covered the third problem by including a check list concerned with the facilities provided for the maintenance of a well-balanced general home economics program. This check list attempted a uniform evaluation of the existing departments--although not a complete evaluation. As a part of this section, provision was made for a report on recent or desired improvements in the home economics department.

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methods of procedure used in conducting this study. Chapter II contains a review of related literature. The analysis and interpretation of data gathered in the survey are covered in Chapter III. In Chapter IV, a summary is given, conclusions are stated and recommendations are made.

CHAPTER II

REVIEW OF RELATED LITERATURE

For the purpose of obtaining a background for this study, research studies and current literature, related to the problem were examined.

This survey of related literature was conducted under three main headings:

1. Nature and extent of home economics
2. Educational preparation, duties and responsibilities of home economics teachers
3. Facilities offered to maintain the home economics program.

1. Nature and Extent of Home Economics

In the field of home economics, as in any field where there is a definite trend toward the vocational aspect, Koos et al [1/] pointed out that the narrowly specialized curriculum should give way to the broader training, having as the ultimate goal--transfer.

Education should be provided for all aptitudes, abilities and interests. Koos et al further stated that

1/Koos, Hughes, Hutson, Reavis, Administering the Secondary School, American Book Company, New York, 1940.

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the least competent pupils needed a general education with generous recognition of its social, recreational and health phases. "The approach may be simpler and more objective than for those of greater native ability."[1]

The problem of vocational training for women is complicated by the fact that the large proportion of women must be prepared for two occupations--homemaking and some other occupation (in which millions of them are employed either previously to entrance on homemaking or concurrently with their employment in homemaking)."[2]

"According to the old concept, complete and specific vocational preparation of a selected few should be the primary objective of each [home economics] course. The primary objective was complete and specific occupational efficiency; general educative growth was secondary and incidental."[3]

Home economics training should be a part of a comprehensive high-school program, not in a single institution by itself. "The clear implication is for the needs of a democratic society."[4]

1/Koos et al, op. cit., p. 58.

2/Ibid., pp. 55-56.

3/Roy O. Billett, op. cit., p. 362.

4/Koos et al, op. cit., p. 72.

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[1] Ross et al, op. cit., p. 23.

[2] Ibid., pp. 63-65.

[3] Mae D. Hillyer, op. cit., p. 36.

[4] Ross et al, op. cit., p. 72.

Koos et al further advocated that a policy of less highly specialized vocational training would permit a nearer approach to an integrated system.

In home economics, it had become rather traditional to segregate boys and girls. "To a considerable extent the growth of this tradition must be attributed to the fact that home economics has been little else than cooking and sewing."[1/]

Women's three educations, according to Stoddard, were: "....general education, home education and career education. Men's education would be improved if they could realize that much of this education is the same for men and women and can be taken in co-educational classes and colleges."[2/]

Both men and women combine efforts in fostering a successful home but a "....cultural lag seems to prevail regarding both devoting shares of their education to home education. The American home needs this help; it is not capable of self-reform. Colleges should be the first to reform their curricula. High schools need re-assurance from higher education."[3/]

1/Roy O. Billett, op. cit., p. 389.

2/G. D. Stoddard, "Women's Future Education," Journal of Home Economics (April, 1950), 42:261.

3/Ibid., p. 262.

Koos et al further advocated "study tours or just plain specialized vocational training would merit a better approach to an interested area."

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[1] Ann G. Miller, op. cit., p. 38.

[2] C. D. Stoddard, "Women's Future Education," Journal of Home Economics (April), 1929), 4:381.

[3] Ibid., p. 382.

Perhaps home economists are responsible for this cultural lag. They have been vocal in their own small professional groups but "....reluctant to rightfully glamorize and interpret the home economics program. Public relations is a job for every day in every way. Too often pupils choose what they and their parents think more cultural."[1/]

An understanding of the modern concept of culture or being a cultured person, as Billett stated, was to be able to "....understand, appreciate and intelligently participate in the modern social and physical environment."[2/]

One of the first topical areas recommended for inclusion in a home economics curriculum was in the area of human relations. This could very well influence public relations. The home economics teacher, therefore, has many important responsibilities in such an area. "Knowing what help is needed and how best to give it is an ever-present problem for the conscientious teacher."[3/]

Cumulative and anecdotal records were noted as essential requirements as the teacher acquainted herself with and recognized individual differences and the necessity for these

1/I. S. Willson, "Public Relations," What's New in Home Economics (June, 1950), p. 30.

2/Roy O. Billett, op. cit., p. 370.

3/M. S. Williamson, "High School Family Life Courses," Journal of Home Economics (February, 1950), 42:98.

Perhaps home economists are responsible for this cultural lag. They have been so busy in their own small professional groups that "....reluctant to highlight class and interpret the home economics program. Public relations is job for every day in every way. Too often people choose what they and their parents think is more cultural."[1]

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Communities and professional groups were noted as essential resources in the teacher association between girls and recognized individual differences and the necessity for short

[1] . . Gillette, "Public Relations," Insight for Home Economics (Iowa, 1960), p. 20.

[2] Op. Gilbert, op. cit., p. 270.

[3] . . Gillingham, "High School Family Life Courses," Journal of Home Economics (February, 1960), p. 93.

differences. "Many of the needs and problems present themselves and it is found that they can best be handled in other areas of the homemaking course--foods, the house itself, the family dollar.....The instruction follows a natural step since the pupils are interested in understanding themselves better as they plan for future development and life adjustment."[1/]

It was recommended that a well-taught foods area in home economics contain nutritional instruction. Eppright designated the following concepts to be essential: (1) recommended food allowances; (2) nutritive balance; and (3) study of current food habits and nutritional status.[2/]

Properly taught, nutrition gives "....meaning to chemical, biological and some of the social sciences. Potentially it is a key course, around which may be built a broad, truly cultural education."[3/]

Shepard expressed a real challenge when he said that nutrition might be regarded as one of the first of the sciences to be harnessed, so to speak, for democracy.

1/M. S. Williamson, op. cit., p.99.

2/E. S. Eppright, "Vitalizing Nutrition Teaching," Journal of Home Economics (February, 1951), 43:90.

3/H. C. Sherman, Chemistry of Food and Nutrition, MacMillan Company, New York, 1948, p. 6.

differences. "Many of the needs and problems present themselves and it is found that they can best be handled in other areas of the homemaking course--food, the home itself, the family dollar.....The instructor follows a natural step since the units are interwoven in meaningful, dynamic manner as they plan for future development and life adjustment."[1]

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[1] C. Williams, op. cit., p.20.

[2] C. Bowright, "Nutritive Nutrition Is Going," Journal of Home Economics (January, 1951), 43:32.

[3] C. Sherman, Chemistry of Food and Nutrition, Macmillan Company, New York, 1946, p.v.

"Science of and for democracy, must lift its imagination above the test tube and the laboratory to the whole realm of human life. It must envisage its task, not in cold abstract terms of "pure" science, but in terms of humanity itself. The job of science is to put its shoulder to the wheel and help rid civilization of poverty, squalor, disease, ignorance, subjugation and violence. Its job, in short, is to help build a science of civilization."[1/] Good high-school teachers were noted as the most effective means of interesting students in this vital subject.

"Nutrition was one of the first phases of home economics to be developed. It has helped home economics to attain a highly respected position among scientists and various professional people.....Each of these undoubtedly has a contribution to make but home economists are the best prepared to interpret nutrition for the betterment of mankind."[2/]

Another important link mentioned in the chain of topics for home economics was the study of textiles and the relation of selection, upkeep and care of fabrics to home management and furnishing, child development and consumer education.

Better consumer education was emphasized to "forestall

1/Shepard, "Science for Democracy," Science 103 (January, 1946), 2664:66.

2/E. S. Eppright, op. cit., p. 92

"Science of and for democracy, must lift its imagination above the test tube and the laboratory to the whole complex of human life. It must contribute its ex. not in cold abstract terms of "pure" science, but in terms of human life. The job of science is to put its knowledge to the wheel and civilization of poverty, ignorance, disease, intemperance, exploitation and violence. In short, it is to help build a science of civilization." Good nutrition-related research was noted as the most effective means of insuring sub-sands in this vital subject.

"Nutrition was one of the three places of home economics to be developed. It has helped home economics to attain a highly regarded position among scientists and various professional people.....Each of these individually has a contribution to make but home economists are too well prepared to interpret nutrition for the betterment of mankind."[2]

Another important link mentioned in the study of trends for home economics was the study of families and the application of relations, values, and sets of values between man, work and institutions, about decisions and consumer education.

Better consumer education was emphasized in "Trends II

[1]Ashmore, "Education for tomorrow," Science (January, 1944) p. 1.

[2]E. E. Ipsen, op. cit., p. 98

misunderstanding and ill will on the part of the consuming public toward our business and economics system. There is a great need for cooperative education and research between producing, servicing and consuming groups."[1/]

This idea was put forth in a textile seminar at Syracuse University and endorsed by the National Consumer and Retailer Council. "The inter-relationship of forces and factors within our society is shown when a war in Korea raises the price of wool in Australia and of wool coats on 5th Avenue."[2/]

In the area of child care and development, it was noted that much stress was placed upon the importance of dressing for health and comfort. "Better clothing for adults has been brought about, but far less has been done for children."[3/]

"Clothes are an avenue to the independence every healthy child craves as he leaves infancy behind.....Values are born in connection with clothes. Security, confidence, and satisfaction may be associated with a single garment."[4/]

1/D. S. Lyle, "The Challenge of Textile Problems," Journal of Home Economics (February, 1951), 43:88.

2/L. Rea, "Clothing and Child Development," Journal of Home Economics (November, 1950), 42:803.

3/Ibid., p. 717.

4/K. H. Read, "Clothes Help Build Personality," Journal of Home Economics (May, 1950), 42:348-50.

Emphasis on the nutritional aspect of child training was, also, noted. "Every potential parent should learn the fundamentals of good nutrition and successful living. Parents who are good eaters, nutritionally and psychologically, usually have children who are good eaters."[1/]

Kohlmann conducted a study in Iowa (1949-1950) to find out with what problems of child development, high school students were concerned. The following points were brought out in this study:[2/]

1. The girls recognized that they needed help in nearly all areas of child development
2. Very few girls have little or no contact with children
3. The sophomore girl is the least interested in working with or studying about children
4. Satisfactory answers to the questions which the girls checked most frequently require fundamental knowledge of child development on the part of the teacher.

Further consideration was given to the role of home economics in health education. "A discussion of factors related to nutrition, safety, mental and physical health is a valuable contribution to the course."[3/]

1/M. W. Lamb, "Feeding the Child at Home," Journal of Home Economics (November, 1950), 42:719-721.

2/E. L. Kohlmann, "Teen-Age Interest in Children," Journal of Home Economics (January, 1951), 43:23-26.

3/F. Moore, "Good Health in the School Program," Journal of Home Economics (June, 1950), 42:429.

"A wise consideration in a discussion of 'keys to household safety' is emergency equipment and training for atomic attacks."[1/] Thereby linking current events to real health problems, the home economics teacher could guide the "....critical thinking and action of her pupils toward increased social competencies as well as increased intellectual curiosity."[2/]

Drinker proposed the idea that home economics teachers foster interest in the construction and remodeling of the home itself to meet the needs of the changing and growing family. The influence of the kind of home in which the family lives was not difficult to comprehend. "The relationship of poor housing, and poor health, crime and crowded and unattractive homes has been proven."[3/]

"An increased interest in family budgeting in the wake of a long pull in a defense program should be fostered."[4/] Relating higher food prices to nutritional education, furnishing, information on care of clothing, and household equipment

1/Fry and Pepi, "Social Welfare and Public Health," Journal of Home Economics (February, 1950), 42:133.

2/F. Moore, op. cit., p. 430.

3/G. Drinker, "Housing in Your Community," Journal of Home Economics (February, 1951), 43:107

4/G. A. Weiss, "Family Living Outlook, 1951" Journal of Home Economics (February, 1951), 43:105.

"A wise consideration in a direction of 'ways to household safety' is economy equipment and training for study affairs." [1] Thereby limiting current events to real health problems, the home economics teacher could utilize the "....critical thinking and action of her unit to be concerned social consciousness as well as interested intellectual curiosity." [2]

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1/Ary and Pool, "Home Welfare and Public Health," Journal of Home Economics (April 1, 1940), 32:128.

2/. Moore, op. cit., p. 130.

3/. Brinker, "Homes in Your Community," Journal of Home Economics (April 1, 1941), 33:107

4/. A. Hales, "Family Living Units," 1941, Journal of Home Economics (April 1, 1941), 33:128.

for maximum wear, helping students to think through the problem of saving as it affects them and the problem of delaying inflation, were noted as essential concepts to include.

The inter-relationship of all topical areas recommended for inclusion in a well-balanced home economics program was well-substantiated.

2. Educational Preparation, Duties and Responsibilities of Home Economics Teachers

The rapidly growing tendency to examine the whole nature and purpose of higher education was noted to have resulted in considerable experiment, evaluation and reorganization in college offerings.

Billett specified that as long as the "....complete and specific vocational objective for practical-arts courses is cherished, the teacher or supervisor seems adequately prepared if he is highly skilled in some one field with perhaps two years of education, usually highly specialized, beyond high school. State and local laws, rules and regulations governing certification have reflected this attitude and belief."[1/]

Nason and Scott asserted that any subject"....in the curriculum of all majors in home economics must be justified in terms of its direct contribution to the accepted primary

1/Roy O. Billett, op. cit., p. 390.

for maximum vigor, helping students to think through the problems of society, to develop their ideas and the problem of developing initiative, were noted as essential concepts to include.

The inter-relationship of all school-area recommended for inclusion in a well-balanced home economics program was well-emphasized.

2. Educational Preparation, Duties and Responsibilities of Home Economics Teachers

The rapidly growing tendency to examine the whole nature and purpose of higher education was noted to have resulted in considerable experiment, evaluation and reorganization in college offerings.

Millett specified that a "lack of the "....complete and specific vocational objective for practical-arts courses is checked, the teacher or supervisor, some adequately prepared if he is highly skilled in some one field with perhaps two years of education, usually at his upper level, beyond high school. State and local laws, rules and regulations governing certification have reflected this attitude and belief."[1]

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[1]Roy O. Millett, op. cit., p. 620.

purpose. The trend is strong toward the acceptance of education for family life as an over-all purpose, but departments vary in this respect. Available courses vary in their power to contribute to such education.

Regarding chemistry for home economics majors, highly specialized courses were not advised but "....real value in a chemical background for nutrition, textiles and psychology, as applied to child development is evident."[1/]

More and more, it was found that the professional preparation of teachers of home economics"....is being given off-campus in order to provide a functional type of experience for these young women."[2/]

In reference to the extra-curricular activities of teachers, the study by Delbert indicated that teachers were asked to participate in those activities in which they had a special interest or had had previous experience. Most schools provided a faculty adviser for each activity.[3/]

In addition to regular teaching duties, well-planned

1/Nason and Scott, "Should Chemistry be a Requirement?", Journal of Home Economics (June, 1950), 42:427.

2/D. M. Leahy, "Trends in Homemaking Education," Journal of Home Economics (April, 1950), 42:271.

3/F. E. Delbert, A Study of the Responsibilities of Extra-Curricular Activity Directors in the Manhattan, Kansas High School, Master's Thesis, Kansas State College, 1931.

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Another phase of the duties and responsibilities of the home economics teacher was noted. The teacher, so often in a ".... position as to be a strong influence on the adolescent, should be honored by the role she can play as counselor. The pronounced changes in the attitudes and social behavior of adolescents are closely related to their four basic desires:

1. social acceptance
2. affection and attention
3. group membership
4. security.

To the home economics teacher, whose hours seem to be always filled to overflowing, this task is both a challenge and a privilege."[2/]

At the Midcentury Conference on Children and Youth, a theme and purpose for the conference developed. "The theme--for every child a healthy personality; the purpose--to consider how we can develop in children, the mental, emotional and spiritual qualities essential to individual happiness and

1/Roy O. Billett, op. cit., p. 390.

2/Sister Clotilda, "The Steady Ground of Guidance, "Journal of Home Economics (February, 1951), 43:96

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[1] Roy O. Hilleb, op. cit., p. 230.

[2] Elsie Cloetile, "The Essay Issue of Children, "Year of Home Economics (February, 1961), 42:92

responsible citizenship and what physical, economics and social conditions are deemed necessary to this development."[1/]

To find the answers to the above processes is a challenge; to make homes and communities the kinds of homes and communities in which healthy personalities can grow. What more effective group than home economists is there to carry out the recommendations of the conference relating to helping homes and families become good "growing grounds" for personality?

3. Facilities Offered to Maintain the Home Economics Program

Koos et al stated that training, such as home economics entailed, had three main phases:

1. The practical and concrete activities and experiences of the field represented
2. The related scientific information
3. The social and economics understandings and appropriate attitudes peculiar to the field.

"The third phase receives least adequate treatment in present set-ups. The second and third phases, however, are easier to care for within the school since the first phase listed is associated with the cost of equipment."[2/]

1/G. E. Chittenden, "The White House Conference, 1950," Journal of Home Economics (February, 1951), 43:83.

2/ Koos et al, op. cit., p. 65.

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[1] C. E. Ghiselin, "The White House Conference, 1960," Journal of Home Economics (February, 1961), 53:83.

[2] Moore et al. op. cit., p. 68.

Regarding equipment, it was noted that Sanders said, "Probably the greatest mistake that can be made is for a school to purchase an array of modern appliances--only to find that these homemaking devices are obsolete five years later. This need not be a serious problem if a workable arrangement for the purchase of appliances is considered.... A needed appliance is bought and used by the school for only one year. At the end of that period, the school automatically sells the appliance as 'used' merchandise. There is usually no trouble in disposing of the 'used' appliance. Some schools have a waiting list of people who wish to purchase this type of merchandise.

....This program provides a method of replacing old appliances at no material additions to the original investment and practically eliminates the problem of obsolescent equipment. Such a plan will be successful if handled systematically."[1/]

Sanders, also, stated that an overlapping of work areas was acceptable if not too far-fetched. From such circumstances, efficient use, care and budgetting of equipment would be important concepts for the teacher to develop.

Billett added a factor that would have to be considered. If boys and girls came to work together in unsegregated groups,

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Besides, also, saving that an overlapping of rooms prove impossible if not too far-fetched. From such financial efficient use, care and budgeting of equipment could be important concepts for the teacher to develop.

Other added a factor that would have to be considered. If boys and girls came to work together in unorganized groups,

[1]. P. Hodges, "Community Planning for Home Economics," Practical Home Economics (January, 1960), p. 58, 4.

"....problems of laboratory space and of equipment would arise that would seem to be insurmountable at present in most schools. Hence, sex segregation, no doubt, should be continued, at least, until the problems of inadequate or unsuitable laboratories have been solved."[1/]

In summarizing the survey of related literature, the fact that problems related to the three sections of this study have been recognized and have been used in other studies is an indication that the current problem is of value in the field of home economics.

1/Roy O. Billett, op. cit., p. 389

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[1]Ray D. Miller, op. cit., p. 82

CHAPTER III

ANALYSIS AND INTERPRETATION OF DATA

The findings of this study will be reported in three main sections as follows:

1. The nature and extent of the home economics program
2. The educational preparation, duties and responsibilities of teaching personnel
3. The facilities offered for the maintenance of a well-balanced general home economics program.

1. Nature and Extent of the Home Economics Program

The source of these data was the results of the author's study of the status of home economics in general education in Massachusetts.

Topical areas of work included in home economics courses.--The topical areas of work included in the home economics courses in Massachusetts, in grades seven through twelve, ranged from one school that offered an area in hobbies and leisure-time activities, to forty two schools that offered courses in foods and clothing.

In Table 1, the relative positions occupied by the topical areas offered in public schools in 52 Massachusetts communities in the school year 1950-1951 are shown.

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In Table I, the relative weight as accorded by the typical areas offered in public schools in Massachusetts secondary schools in the school year 1950-1951 are shown.

Table 1. Topical Areas of Work in Home Economics Most Frequently Taught in Grades 7-12 in 52 Public Schools in Massachusetts--School Year 1950-1951

Area Offered	Number of Schools Teaching Area in Grades:						Total
	7	8	9	10	11	12	
Clothing...	42	40	37	41	39	39	244
Foods.....	37	42	39	36	28	40	222
Personality and Social Development	13	8	23	18	27	27	116
Family Health.....	10	15	30	13	20	27	115
Family Relations..	5	5	13	13	39	30	105
Child Care and Development.....	3	8	23	18	25	27	104
Personal and Family Budget.....	7	7	15	13	27	30	99
Home Management....			5	8	8	10	31
Interior Decorating		3	3			2	8
Consumer Education..				2	2	2	6
Social and Economic Home Problems.....					2	2	4
Hobbies and Leisure Time..						1	1

Table I. Topical Areas of Work in Home Economics Most Frequently Taught in Grades 7-12 in 39 Public Schools in Massachusetts--School Year 1950-1951

Area Offered	Number of Schools Teaching Area in Grades:						Total
	7	8	9	10	11	12	
Clothing...	45	40	37	41	39	39	244
Foods.....	37	42	39	36	38	40	232
Personality and Social Development	12	8	23	18	27	27	118
Family Health.....	10	15	30	18	20	27	115
Family Relations..	5	5	18	18	39	30	105
Child Care and Develop-ment.....	3	8	23	18	25	27	104
Personal and Family Budget.....	7	7	15	18	27	30	99
Home Man-agement....			5	9	8	10	31
Interior Decorating		3	3		2	2	8
Consumer Education..				2	2	2	6
Social and Economic Home Prob-lems.....					2	2	4
Hobbies and Lei-sure Time..						1	1

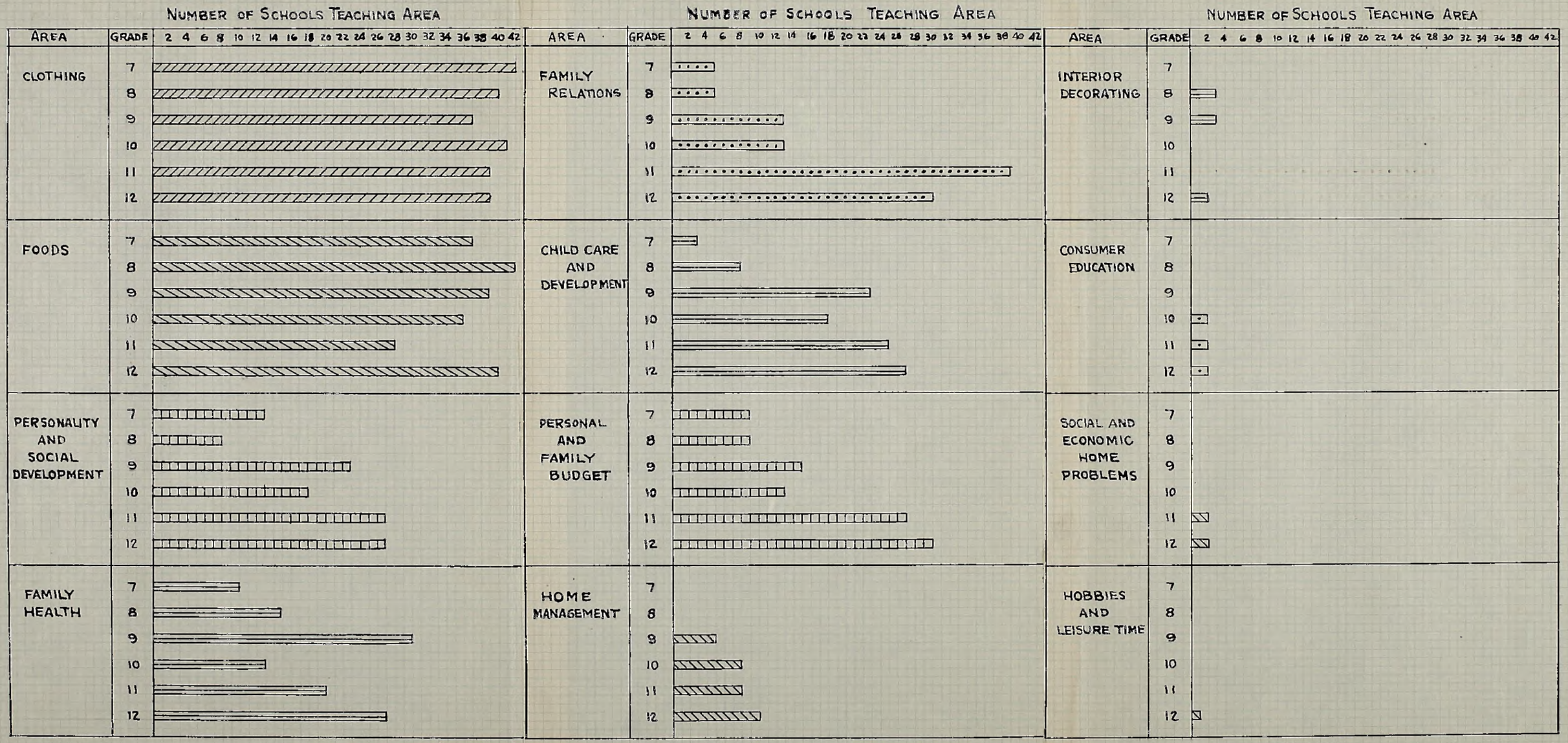

FIGURE 1. RANGE OF TOPICAL AREAS IN GENERAL HOME ECONOMICS IN GRADES 7-12

Figure 1 shows the range of topical areas in general home economics in grades seven through twelve graphically.

The most frequently offered subjects were clothing, foods and personality and social development. These were followed by family health, family relations, child care and development and personal and family budget.

A trend was noted toward a break from the strictly traditional concept of home economics, as consisting of merely foods and clothing work. Of the 52 schools reporting, 10 offered only these two areas in grades seven through nine. In grades 10 through 12, eight schools offered foods and clothing only.

Of note was the fact that rural communities tended to have a less extensive course than urban communities. In rural communities, emphasis was on foods and clothing.

Table 2 shows the range in the number of weeks devoted to the various topical areas of home economics instruction. In this respect, foods and clothing received the greatest number of weeks per year.

In Table 3 is shown the number of schools that offered the various topical areas to girls, as either required or elective.

The prevalence in the seventh and eighth grades seemed to be to require certain areas of nearly all girls. In grades nine through twelve, the trend was to offer home

Figure 1 shows the types of topics areas in general home economics in grades seven through twelve presently.

The most frequently offered subjects were clothing, foods and personality and social development. These were followed by family health, family relations, child care and development and personal and family budget.

A trend was noted toward a break from the strictly traditional content of home economics, as compared to merely foods and clothing work. Of the 32 school districts 10 offered only these two areas in grades seven through nine. In grades 10 through 12, eight schools offered foods and clothing only.

Of note was the fact in a rural community people have been more in favor than urban communities. In rural communities, emphasis was on foods and clothing.

Table 2 shows the range in the number of weeks devoted to the various topics. Areas of home economics included in this research, foods and clothing received the greatest number of weeks per year.

In Table 3 is shown the number of schools that offered the various topical areas in grades, as either required or elective.

The prevalence in the trends on either or are seemed to be in requiring certain years of family life in grades nine through twelve, the trend was to offer home

Table 2. Range in Number of Weeks Given to Topical Areas in Home Economics in Grades 7-12

Area Offered	Range in Number of Weeks in Grades:					
	7	8	9	10	11	12
Clothing.....	12-40	12-40	18-40	16-40	15-40	2-40
Foods.....	12-36	12-40	10-40	10-40	10-40	2-40
Personality and Social Development..	2-3	2-3	2-10	4-10	2-10	2-10
Family Health	2-38	2-38	2-40	4-40	4-40	4-40
Family Relations....	2-7	2-3	2-4	4-40	2-40	4-40
Child Care and Development.....	2-4	2-5	3-18	2-20	3-20	4-20
Personal and Family Budget.....	1-2	1-3	1-36	2-36	2-36	2-36
Home Management.....			18-40	5-40	18-40	4-40
Interior Decorating...		1-4	2-4			2-4
Consumer Education....				2-4	2-4	3-8
Social and Economic Home Problemd.....					4-8	4-8
Hobbies and Leisure Time						-3

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Area Offered	Range in Number of Weeks in Grades:					
	7	8	9	10	11	12
Clothing.....	18-40	12-40	12-40	16-40	12-40	8-40
Foods.....	12-36	12-40	10-40	10-40	10-40	8-40
Personality and Social Development..	3-8	3-8	2-10	4-10	2-10	3-10
Family Health	3-32	2-32	2-40	4-40	4-10	4-40
Family Relations....	3-7	2-8	2-4	4-40	2-40	4-40
Child Care and Development.....	2-4	2-8	3-12	4-30	3-20	4-20
Personal and Family Budget.....	1-8	1-8	1-32	2-32	2-32	2-32
Home Management.....			12-40	3-40	12-40	4-40
Interior Decorating...		1-4	2-4			2-4
Consumer Education....				2-4	2-4	3-8
Social and Economic Home Problems.....					4-8	2-4
Hobbies and Leisure Time						-2

Table 3. Topical Areas of Work in Home Economics Offered to Girls--Required or Elective in Grades 7 - 12

Area Offered	Number of Schools Offering Area to Girls Required						Number of Schools Offering Area to Girls Elective						Total
	7	8	9	10	11	12	7	8	9	10	11	12	
Clothing.....	37	29	9	5	5	5	5	11	28	36	34	34	238
Foods.....	34	38	6	3	5	5	3	4	33	33	23	35	222
Personality and Social Development....	13	8	7	3	4	2			16	15	23	25	116
Family Health..	10	15	13		7	2			17	13	13	25	115
Family Relation	5	5	2		8	3			11	13	31	27	105
Child Care and Development....	3	8	6	3	3				17	15	22	27	104
Personal and Family Budget..	4	4	4	3	3	3	3	3	11	10	24	27	99
Home Management					3				5	8	5	10	31
Interior Decorating.....								3	3			2	8
Consumer Education.....						2				2	2	2	8
Social and Economic Home Problems.....											2	2	4
Hobbies and Leisure Time...												1	1

economics as an elective to students. Foods, clothing, personality and social development and family health were the most common offerings.

Three schools required home management of the eleventh grade girls. Two schools required consumer education of twelfth grade girls.

Although foods and clothing were the most frequently offered phases of secondary home economics, all phases were represented in twelfth grade electives. This grade was observed as most usually offering in addition, family relations, child care and development and personal and family budget.

Table 4 shows the topical areas of home economics most frequently offered to boys as required or elective.

Foods and family health were the only two phases required in the seventh grade. Four schools required clothing in the eighth grade.

In the secondary course, family relations, child care and development, personality and social development, personal and family budget and home management were offered as electives, in addition to foods, clothing and family health. The twelfth grade offered the most areas of home economics to boys--all on an elective basis.

Weekly time allotment.--The following information was

Table 4. Topical Areas of Work in Home Economics Offered to Boys--Required or Elective in Grades 7-12

Area Offered	Number of Schools Offering Area to Boys												Total
	Required						Elective						
	7	8	9	10	11	12	7	8	9	10	11	12	
Foods.....	6	2							3	3	3	8	25
Family Health.....	1	4	4						3			3	15
Family Relations..									1	3	3	5	12
Clothing...		4							3				7
Child Care and Development.....												3	3
Personality and Social Development												3	3
Personal and Family Budget.....												3	3
Home Management.....												3	3
Consumer Education..													
Interior Decoration													
Social and Economic Home Problems.....													
Hobbies and Leisure Time													

Table 4. Topical Areas of Work in Home Economics Offered to boys--Required or Elective in Grades 7-12

Area Offered	Number of Boys Offering Area in Home Economics												Total
	Required						Elective						
	7	8	9	10	11	12	7	8	9	10	11	12	
Foods.....	6	8							8	6	5	8	26
Family Health.....	1	6	4						3			6	13
Family Relations..									1	6	6	5	18
Clothing...		4							2				7
Child Care and Development.....												3	3
Personality and Social Development												3	3
Personal and Family Budget.....												3	3
Home Management.....										3			3
Consumer Education..													
Interior Decoration													
Social and Economic Home Problems.....													
Hobbies and Leisure Time													

noted regarding the time allotted each week to home economics. Fifty four percent of the seventh and eighth grades reporting, stated that the periods were 40 minutes long and met once a week for two consecutive periods, thereby totaling 80 minutes. Twenty nine percent reported one 50 minute period weekly and seventeen percent reported one 90 minute period per week.

At the secondary level, grades nine through twelve, the percentages changed slightly. Forty seven percent of these grades stated that they were allowed 40-45 minutes daily. Thirty nine percent reported having 50 minutes three times a week and fourteen percent reported four 40 minute periods weekly. Figures 2 and 3 show this graphically.

Yearly budget.--Many diverse procedures were noted regarding the yearly budget for the home economics department. About 52 percent of the schools reported that no definite budget was stated. Bills, varying with the needs, were kept within reason and sent to the superintendent's office for payment. Those schools reporting that the budget for home economics included salaries and other expenditures in one sum made up 12.5 percent. The group remaining reported systems resembling the following selected examples. These were most prevalent in urban communities where a larger department was maintained.

noted regarding the time allotted pupils were to home economics. Fifty-four percent of the seventh and eighth grade respondents stated that the periods were 40 minutes long and met once a week for two consecutive periods. Twenty-nine percent reported one 40 minute period weekly and seventeen percent reported one 40 minute period per week.

At the secondary level, periods ranged through twelve, the percentages showing eligibility. Forty seven percent of these grades stated that they were allowed 41-45 minutes daily. Thirty nine percent reported having 40 minutes three times a week and fourteen percent reported four 40 minute periods weekly. Figures 2 and 3 show this graphically.

Yearly budget.--Many diverse procedures were noted regarding the yearly budget for the home economics department. About 50 percent of the schools reported that no definite budget was noted. Still, varying with the needs, some took within reason can seek to the superintendent's office for payment. Some schools reported that the budget for home economics included fabrics and other supplies in one sum made up in a budget. The seventh grade reported syndesis relationship the following selected examples. Those were most prevalent in urban communities where a separate department was maintained.

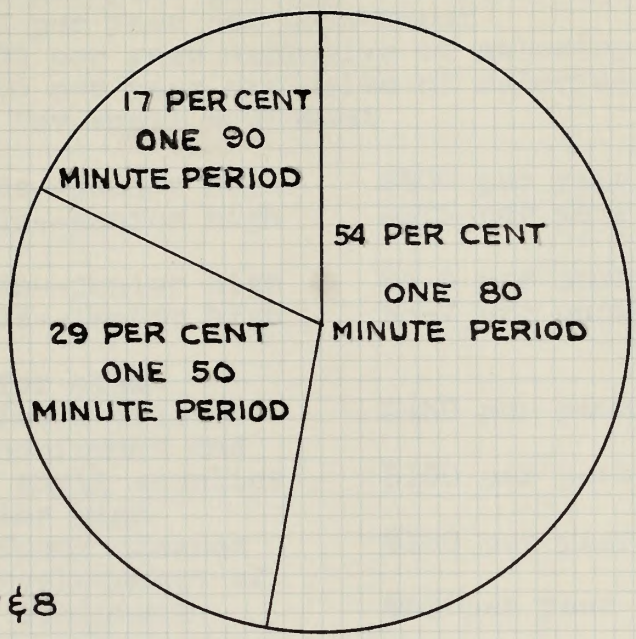

FIG. 2
GRADE 7 & 8

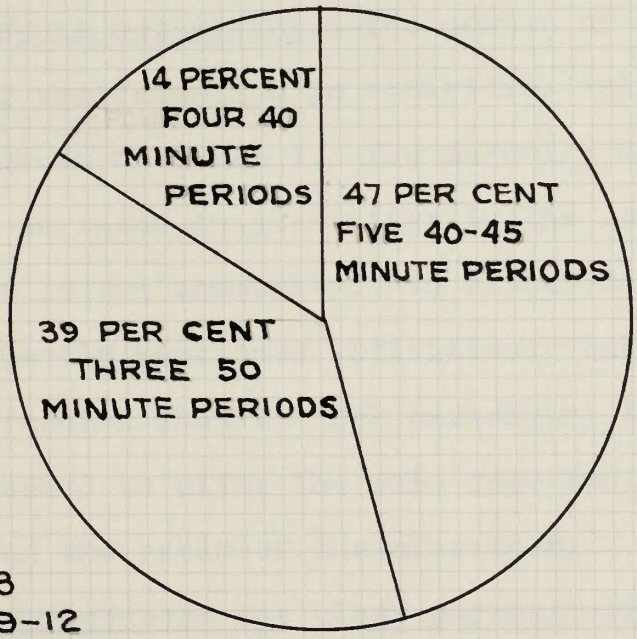

FIG. 3
GRADE 9-12

WEEKLY TIME ALLOTMENT TO HOME ECONOMICS

1. $200 per year per department
   $500 per year per department
   $1300 per year exclusive of salaries
   $1750 per year exclusive of salaries
   $75 for small equipment

2. Foods--junior high $100 per year per department
   Foods--senior high $375 per year per department

3. Foods--junior high $4-5 per pupil per lesson
   Foods--senior high $6-7 per pupil per lesson

4. Senior high
   foods classes $450 per year
   equipment and small supplies $100 per year
   Junior high
   foods classes $150 per year
   replacement of equipment $50 per year

   Large equipment (stoves, refrigerator, electric mixers) and books are purchased upon the recommendation of the superintendent.

Related pupil activities.--The number of schools indicating pupil participation in activities related to home economics is shown on Table 5. The majority of schools reported pupils engaging in activities in the school rather than elsewhere in the community. In either case, teas were the most frequently mentioned activities. Ranking next were exhibits and fashion shows. Work pertaining to food preparation and service seemed to offer the main opportunity for pupil activity beyond the realm of the classroom.

Teaching procedures for class participation.--The purpose of this section of the study was to determine the extent to which there were cooperative efforts on the part

Table 5. Pupil Participation in Activities Related to Home Economics in School or Elsewhere in the Community

Activity	Number of Schools Indicating Pupil Participation	
	In School	Elsewhere in Community
Teas	27	5
Exhibits	14	3
Fashion Shows	12	2
Faculty Luncheons	6	
Banquets	4	2
Dinners for School Committee	3	
Future Homemakers of America Club	3	
Christmas Dinner	3	
Assemblies	2	
Open House (P.T.A.)	2	
Food Sale	2	
Food Contests	1	1
Red Cross Work	1	
Career Day Luncheon	1	
National Honor Society	1	
Health Clinics		1

of the class and teacher in planning and teaching.

Table 6 indicates the number of schools reporting such cooperative efforts. Preparing bulletin board displays and the market order for foods classes were the two most commonly indicated. Thirty five of the schools had functioning housekeeping duty charts whereby pupil duties rotated from lesson to lesson or week to week, as was the practice. Two schools offered opportunities for pupils to help plan lessons, work

Table 6. Pupil Participation in Activities Related to Home Economics in School or Elsewhere in the Community

Activity	Number of Schools Indicating Pupil Participation	
	In School	Elsewhere in Community
Teas	27	5
Exhibits	14	3
Fashion Shows	18	2
Faculty Luncheons	8	
Banquets	4	2
Dinners for Formal Committee	5	
Future Homemakers of America Club	5	
Christmas Dinner	4	
Assemblies	3	
Open Doors (P.T.A.)	3	
Food Sale	3	
Food Contests	1	1
Red Cross Work	1	
Career Day Luncheon	1	
National Honor Society	1	
Health Clinics		1

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Table 6 indicates the number of schools reporting such cooperative efforts. Preparing ballots boys drawing and the serving order for foods classes were the two most commonly included. Thirty five of the schools had functioning home-security duty courts whereby adult duties related from lesson to lesson or week to week, as was the practice. Two schools offered concessions for pupils to help plan lessons, work

Table 6. Teaching Procedures in Home Economics Involving Class Participation

Procedure	Number of Schools Indicating Class Participation
	Y
Preparing Bulletin Board Displays.....	47
Preparing Market Order.....	42
Housekeeping Duty Chart.....	35
Listing Utensils Needed for Projects..	30
Demonstration of Lesson to Class.....	26
Assistant to Teacher.....	23
Field Trips at Least Once a Year.....	23
Evaluating Each Other.(Score Cards)...	20
Planning and Serving Meals.....	4
Marketing.....	3
Cashiering in Cafeteria.....	3
Planning Lessons.....	2
Planning Work Duties, Costs.....	2
Time and Motion Study.....	1

duties and figure out costs. Only one school listed a similar practice under the heading of time and motion study.

Twenty three schools indicated the occurrence of field trips, at least once a year. Among the variety of field trips listed were as follows:

Regarding Foods

Bakeries

Candy factories

Cranberry factory

Table 8. Teaching Procedures in Home Economics Involving Class Participation

Procedure	Number of Schools Indicating Class Participation
Preparing Bulletin Board Displays	47
Preparing Market Order	32
Housekeeping Duty Chart	35
Listing Useful Masters for Projects	30
Demonstration of Lesson to Class	28
Assistance to Teacher	25
Field Trips at least once a year	25
Evaluating Each Other (Score Cards)	20
Giving Not Serving Meals	4
Lectures	3
Operating in Cafeteria	3
Planning Lessons	2
Planning Work Duties, Costs	2
Time and Motion Study	1

duties and figure out costs. Only one school listed a similar practice under the heading of time and motion study.

Twenty three schools indicated the occurrence of field trips, at least once a year. Some of the places of field trips listed were as follows:

Materials Used

Materials

Canny Factories

Creameries, Factory

Dairies

Extension service demonstrations

Faneuil Hall market

Food preparation and service areas in hospitals

Meat cutting departments in stores or institutions

Regarding Clothing

Fabric mills and mill outlets

Fashion shows

Singer sewing centers

Miscellaneous

Art museums or shops

Equipment demonstrations in stores

Future Homemakers of America Club meetings

Furniture stores

Housing projects

Nursery schools

Power plants

Trade schools.

2. Educational Preparation, Duties and Responsibilities of Teaching Personnel

Educational preparation and related experience of home economics teachers.--Of the 52 schools reporting in the author's study, 49 home economics instructors indicated that they had majored in home economics in college or university work. This represents 94.2 percent of those who replied.

The institutions mentioned were as follows:

Framingham State College

Simmons College

Columbia University

North Adams Teachers College

Regis College

Cornell University

Fitchburg Teachers College

Boston University

Nasson College

St. Mary's Junior College

Syracuse University

University of Maine

Western Maryland College

Table 7 shows the range of teacher experience in fields related to home economics. Homemaking was the most prevalent related activity. Dietetics, nutrition and social work ranked next. Seven respondents indicated no experience. One

4. Geographical Preferences, Policies and Personnel Attitudes of Trustees Interviewed

Institutional Programming and Attitudes Concerning Adult Continuing Education.--The 34 school reporting in the subsidy study, 29 have adopted its instructors included in the study have majored in home economics in college or university work. This recommends the preference of those who replied.

The institutions mentioned were as follows:

Franklin Pierce College

Plymouth College

Colgate University

Saint Anselm Teachers College

Smith College

Cornell University

Rhode Island College

Boston University

Marion College

St. Mary's Junior College

Syracuse University

University of Maine

Eastern Nazarene College

Table 7 shows the range of knowledge expressed and in fields related to home economics. Homemaking has the most previous related activity. Nutrition, nutrition and clothing work follow next. Some responses indicated no experience. One

teacher indicated previous work in food demonstration and one other teacher had been an active member of the staff of a prominent fashion magazine.

Table 7. Teacher Experience in Related Fields

Related Fields	Number of Teachers Indicating Experience
Homemaking.....	28
Dietetics.....	18
Nutrition.....	9
Social Work.....	7
No Experience.....	7
4-H Club.....	5
Hotel Restaurant.....	4
School Cafeteria Manager	3
Camp Work.....	3
Red Cross Worker.....	2
Tea Room.....	2
Food Demonstration.....	1
Fashion Magazine.....	1

Full-time home economics instructors.-- Those teachers giving full-time to the instruction of home economics numbered 45. In the light of this information, it was noted that additional full-time instructors were engaged to take charge of just the elementary or secondary classes, as the case might be. Occasionally, additional teachers were for separate phases, or areas of the work, such as one for foods and one for clothing.

teacher indicated previous work in food demonstration and one other teacher had been an active member of the staff of a prominent fashion magazine.

Table 7. Teacher experience in related fields

Related Fields	Number of Teachers Indicating Experience
Homemaking	28
Dietetics	12
Nutrition	7
Social Work	7
Co Operative	7
4-H Club	5
Hotel Department	4
School Cafeteria Manager	3
Camp Work	2
Red Cross Worker	2
Tea Room	2
Food Demonstration	1
Fashion Magazine	1

Full-time home economics instructor. -- Those teachers giving full-time to the instruction of home economics numbered 27. In the light of this information, it was noted that additional full-time instructors were needed to take charge of home economics or cooperate with other departments, as the case might be. Occasionally, additional teachers were for separate duties, or areas of the work, such as one for food and one for clothing.

As is shown in Table 8, five of the larger urban communities employed from five to fifteen additional full-time instructors.

Table 8. Additional Full-time Home Economics Instructors

Number of Additional Instructors	Number of Schools Indicating Practice
None.....	27
One.....	11
Two.....	5
Three.....	4
Five.....	2
Six.....	1
Eight.....	1
Fifteen.....	1

Additional duties and responsibilities of teaching personnel.-- Table 9 is concerned with the variety of additional activities recorded. Eleven respondents indicated that they had no duties or responsibilities in addition to the instruction of home economics. Twenty seven indicated a responsibility for department records. Perhaps there would have been a more extensive response, had this activity been suggested on the inquiry form. It is such a mechanical occurrence that many may not consider it "additional".

The administration and supervision of the school cafe-

As is shown in Table 8, five of the larger urban communities employed from five to fifteen additional full-time instructors.

Table 8. Additional Full-time Home Economics Instructors

Number of Additional Instructors	Number of Schools Indicating Practice
None.....	27
One.....	11
Two.....	5
Three.....	4
Five.....	2
Six.....	1
Eight.....	1
Fifteen.....	1

Additional duties and responsibilities of teaching personnel.-- Table 9 is concerned with the variety of additional activities recorded. Eleven respondents indicated that they had no duties or responsibilities in addition to the instruction of home economics. Twenty-seven indicated a responsibility for departmental records. Fifteen teachers would have been a more extensive response, had this actually been recorded on the faculty form. It is not a mathematical occurrence that most may not consider it "additional".

The administration and supervision of the school cafe-

teria ranked next in prevalence. The range extended down to only one teacher who was designated as a first-aid assistant and another one who was often the faculty member in charge of the sale of tickets for school activities.

Table 9. Additional Activities of Home Economics Instructors

Activity	Number of Teachers Participating in Activity
Department Records.....	27
Administration and Supervision of School Cafeteria.....	15
Study Hall Supervisor.....	8
Sponsor of Home Economics Club	6
Recess or Corridor Duties.....	6
Class Adviser.....	5
Instructor in Other Fields.....	4
Home Room Teacher.....	3
Student Club Adviser.....	3
Guidance Counselor or Instructor	3
Assembly Program.....	2
Chaperone for School Dances....	2
Coach of Cheer Leaders.....	2
First-aid Assistant.....	1
Supervisor of Ticket Sales.....	1

Students enrolled in home economics.-- For the purpose of determining the percentage of students taking home economics in relation to the total enrollment of the school, a chart was arranged for recording the pertinent information for each grade. A limited number of schools gave sufficient data to compute average percentages. Twenty six replies dealt

teria ranked next in prevalence. The range extended down to only one teacher who was designated as a first-aid assistant, and another one who was often the faculty member in charge of the sale of tickets for school activities.

Table 3. Additional Activities of Home Economics Instructors

Activity	Number of Teachers Participating in Activity
Department Records	27
Administration and Supervision of School Cafeteria	15
Study Hall Supervisor	8
Sponsor of Home Economics Club	8
Sponsor or Corridor Duties	5
Class Adviser	5
Instructor in Other Fields	4
Home Room Teacher	3
Students Club Adviser	3
Guidance Counselor or Interviewer	3
Assembly Program	3
Chaperone for Social Functions	2
Coach of Water Sports	2
First-aid Assistant	1
Supervisor of Ticket Sales	1

Grades in Included in Home Economics.-- For the purpose of determining the percentage of students taking home economics in relation to the total enrollment of the school, a count was arranged for tabulating this particular information for each grade. A limited number of schools gave enrollment data to compute average percentages. Twenty six reported data

with seventh and eighth grades, while twenty one recorded data for grades nine through twelve.

Table 10 shows that the greatest percentage of girls take home economics in grades seven and eight where it is usually required. Grades nine, ten and eleven fall off sharply. In grade twelve, a slight increase in enrollment in this field is noted.

In regard to courses for boys, the enrollment is hardly noticeable until grade nine. The peak of enrollment here is in grade twelve. Figures 4 and 5 show these data by means of graphs.

Table 10. Percentage of Enrollment Taking Home Economics

Number of Replies	Grade	Boys	Girls
26	7	0.71	87.5
26	8	0.86	88.3
21	9	1.01	61.7
21	10	1.03	56.4
21	11	1.17	25.6
21	12	5.7	31.2

3. Facilities Offered for the Maintenance of a Well-balanced General Home Economics Program

General conditions.-- This section of the author's study made provisions for the respondent to check certain

with seventh and eighth grades, while twenty one recorded data for grades nine through twelve.

Table 10 shows that the greatest percentage of girls take home economics in grades seven and eight where it is usually required. Grades nine, ten and eleven fall off sharply. In grade twelve, a slight increase in enrollment in this field is noted.

In regard to courses for boys, the enrollment is hardly noticeable until grade nine. The peak of enrollment here is in grade twelve. Figures 4 and 5 show these data graphically of both types.

Table 10. Percentage of Enrollment Taking Home Economics

Number of Months	Grade	Boys	Girls
90	7	0.71	87.5
9	8	0.85	88.5
21	9	1.01	51.7
41	10	1.03	35.4
31	11	1.17	28.5
21	12	3.7	41.4

4. Facilities Offered for the Maintenance of a Well-Balanced General Home Economics Program

General conditions.-- This section of the author's study was provided for the respondent to check certain

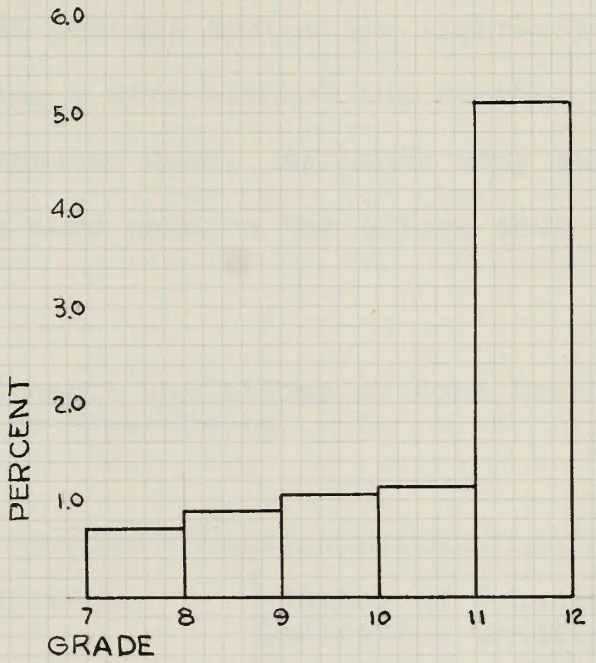

FIG. 5 (BOYS)

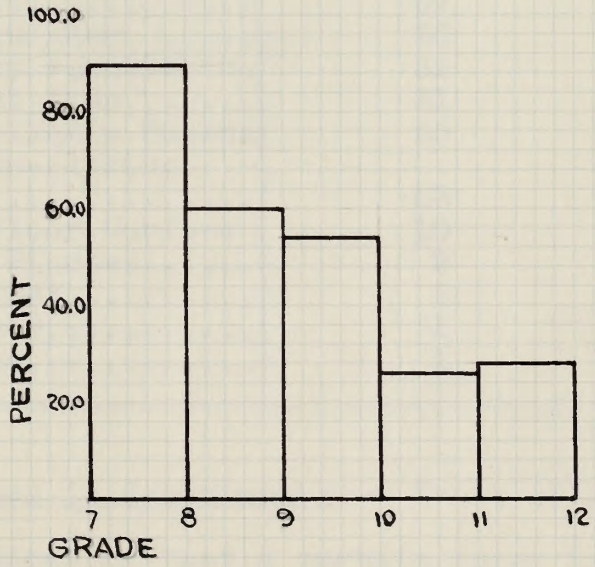

FIG. 4 (GIRLS)

PERCENTAGE OF TOTAL ENROLLMENT TAKING HOME ECONOMICS

general conditions that applied to his department. Table 11 shows the results obtained from the 52 schools reporting. They ranged from 45 schools indicating light-colored walls to one school reporting a fire blanket and another department equipped with a screened door. Although many schools had blackboards, notes were made to the effect that they were inadequate.

Table 11. General Conditions of Home Economics Departments

Conditions	Number of Schools Indicating Condition
Light-colored Walls.....	45
Blackboard.....	37
Fire Extinguisher.....	33
Satisfactory Ventilation	32
Audio-visual Aids.....	31
Adequate Bulletin Boards	25
Adequate Non-glaring Lights.....	23
Resilient Floor Surface	10
Screens at Windows.....	9
Filing Cabinet.....	2
Screened Door.....	1
Fire Blanket.....	1

Specific areas in departments.-- Table 12 shows the number of schools indicating that a certain space in the department was devoted primarily to a specific area of home eco-

general conditions that qualify to his department. Table II shows the results obtained from the 58 schools reported. They ranged from 46 schools indicating light-colored walls to one school reporting a fire blanket and another department equipped with a screened door. Although many schools had bicycborrs, notes were made to the effect that they were inadequate.

Table II. General Conditions of Home Economics Departments

Conditions	Number of Schools Indicating Condition
Light-colored walls.....	46
Blackboard.....	37
Fire Extinguisher.....	6
Natural Gas Ventilation	22
Noise-free Ventilation	41
Adequate Outlets Beside Mirrors	22
Adequate Non-Leaking Sinks.....	30
Sanitary Floor Surface	10
Screens at Windows.....	2
Sewing Cabinet.....	2
Screened Door.....	1
Fire Alarms.....	1

Quality Areas in Construction.-- Table IX shows the number of schools indicating that a certain space in the department was devoted primarily to a specific area of home-

nomics. Areas for food preparation and clothing construction ranked highest. Teacher's desk and work center and storage for supplies or student projects followed in prevalence. The areas that were added by respondents were living room, bedroom, laundry, display and good grooming. One school indicated that part of the department was equipped to resemble a small apartment.

Table 12. Specific Areas in Home Economics Departments

Areas	Number of Schools Indicating Areas
Food Preparation.....	48
Clothing Construction...	45
Teacher's Desk and Work Center.....	42
Storage for Supplies or Projects.....	41
Dining.....	31
Fitting Room.....	28
Discussion.....	23
Reading Materials and Study Activities.....	21
Home Nursing and Child Care.....	19
Living Room.....	7
Bedroom.....	4
Laundry.....	3
Display.....	3
Good Grooming.....	2
Apartment.....	1

meals. Areas for food preparation and electric construction ranked highest. Teacher's desk and work center and storage for supplies or science projects followed in preference.

The areas that were added by respondents were sitting room, bedroom, laundry, dining and food storage. One school indicated that part of the department was equipped to handle a small apartment.

Table IX. Desirable areas in home economics departments.

Area	Number of schools including area
.....	
...	
.....	45
.....	41
.....	41
.....	32
.....	23
.....	21
.....	13
.....	7
.....	4
.....	4
.....	3
.....	2
.....	2
.....	1

Food preparation areas.-- Certain facilities provided in the food preparation areas of departments are shown in Table 13. Cold running water, outlets for gas or electrical appliances, and a refrigerator were the top-ranking provisions of departments. Only a small number lacked hot running water. One stove for every six students was more common than one sink for every six pupils. Only 19 schools indicated the presence of a small sink, especially for washing hands. Modern equipment such as pressure cookers, electric mixers and toasters were not too numerous.

Table 13. Facilities in Food Preparation Areas

Facilities	Number of Schools Indicating Facilities
Cold Running Water.....	49
Outlets for Gas or Electric Appliances.....	43
One Refrigerator.....	41
Hot Running Water.....	40
At Least 1 Stove for 6 Students....	37
Adequate, Workable Utensils.....	36
Sanitary Garbage Disposal.....	35
Facilities for Drying Wet Dishtowels.....	31
At Least 1 Sink for 6 Students.....	30
One Hand Sink.....	19
Pressure Cooker.....	10
Electric Mixer.....	7
Toaster.....	2

Food preparation areas.— Certain facilities provided in the food preparation areas of dormitories are shown in Table 15. Cold running water, outlets for gas or electrical equipment, and a refrigerator were the top-ranking provisions of dormitories. Only a small number indicated hot running water. One stove for every six students was more common than one sink for every six students. Only 10 school indicated the presence of a small store, especially for cooking needs. Modern equipment such as pressure cookers, electric mixers and toasters were not too numerous.

Table 15. Facilities in food preparation areas

Facilities	Number of schools indicating facilities
Cold running water	49
Outlet for use of electric equipment	48
One refrigerator	47
Hot running water	40
15 square 1 burner for 6 students	37
Adequate, but not excessive	36
Adequate, adequate	30
Facilities for cooking, but flat-	
[illegible]	21
[illegible]	20
[illegible]	19
[illegible]	18
[illegible]	17
[illegible]	8

Clothing construction areas.-- The most frequently mentioned facilities in the clothing areas of home economics departments were electric machines, mirrors, irons and ironing boards. Two schools provided mannequins for designing and fitting and one school mentioned a sink in this area, as shown in Table 14.

Table 14. Facilities in Clothing Construction Areas

Facilities	Number of Schools Indicating Facilities
Electric Machines.....	43
Mirror.....	41
Ironing Board.....	40
Irons.....	40
Sufficient Work Surface.	38
Treadle Machines.....	32
Display Cabinets.....	5
Machine Attachments.....	4
Mannequins.....	2
Sink.....	1

Of the 52 schools reporting in this study, only 36 recorded the number of electric or treadle machines in the department. Twenty six schools or 72.2 percent had primarily electric machines, while ten schools or 27.8 percent had workable treadle machines. Some replies indicated that treadle machines were used most extensively in the grades

Clothing operations area.-- The most frequently mentioned facilities in the clothing area of these cooperatives were electric sewing machines, irons, and ironing boards. The schools provided machines for repairing and fitting and one school mentioned a sink in this area, as shown in Table IV.

Table IV. Facilities in Clothing Centers-Lists Area 2

Facilities	Number of Possible Responses Facilities
Electric Sewing Machines	29
Irons	21
Ironing Board	20
Iron	20
Sufficient Work Surface	18
Tables	16
Hand Sewing Machines	7
Pressing Equipment	4
Sink	1
Dyeing Equipment	1
Dyes	1

In the 20 schools reporting in this area, only 20 reported the ironing board, electric or treadle sewing machines, irons, and hand sewing machines. Twenty-one reported using electric sewing machines, 16 reported using treadle machines, and 7 reported using hand sewing machines. Only one school reported using a sink in the sewing area.

for practice for beginners, and that more machines were needed to facilitate class work.

Home nursing-child care area.-- Table 15 shows the facilities provided by the schools concerned for instruction in home nursing and/or child care. Twenty one schools reported the maintenance of a life-size doll; twenty reported having first-aid supplies; five indicated keeping toys or play equipment in the department for instructional purposes. Some schools replied that these two areas were taught by the school nurse or that the facilities were in the nurse's office but not used at present.

Table 15. Facilities in Home Nursing-Child Care Areas

Facilities	Number of Schools Indicating Facilities
Life-size Doll.....	21
First-aid Supplies.....	20
Hospital Bed.....	18
Bath Equipment.....	17
Child's Crib.....	11
Play Equipment.....	5

On the final page of the inquiry form, comments were made by various home economics instructors. Certain remarks have been selected regarding changes or additions to the

home economics departments within the past three years. Repainting of the department or new equipment were the most common. Others were as follows:

> "The home economics program was completely reorganized last year so that many more aspects of homemaking are offered besides foods and clothing."
>
> "The homemaking course has been added to the course content for college, commercial and general course students."
>
> "Phases of the course are now offered to boys. Student-teacher planning has been found beneficial."
>
> "Credit has been increased from 2.5 to 5 points and homework is now required."
>
> "A plan for systematic replacement or 'exchange system' regarding equipment has been inaugurated."
>
> "A new guidance program has been installed. As a result, the home economics class periods were cut and the teacher was given a substantial share in the guidance program."

Need for still further improvement was indicated in many aspects of the work. New and more modern equipment, equipment for other phases of home economics than foods and clothing, better facilities such as fire escapes, non-cement floors, hot running water, display space and provisions for audio-visual aids were mentioned quite frequently. Among the additional comments were the following:

> "A revision of the present curriculum is very much needed."
>
> "Experience with the new program this year shows that it needs more adjusting to the girls' needs."
>
> "More interesting presentation of theory work is essential."

Home economics department within the past three years. Some-
matters of the department or new equipment were the most
common. Others were as follows:

"The home economics department is completely inadequate
last year so that only one results is attention are
given before food and clothing."

"The homemaking course has been added to the course
course for boys, commercial and vocational course
students."

"One of the course has now offered to boys. Attendance
another semester has been found impossible."

"Credit has been increased from .5 to 1 point and
however it is now revised."

"A plan for academic credit on textbooks rather
regular equipment has been introduced."

"A new guide-book has been issued. As a result,
the home economics class lists, are out and the
teacher has given students still more in their classes
more."

Need for still further improvement was indicated in
many districts of the state. Are the home economics equipment
equipment for other phases of home economics such foods and
clothing, better facilities such as life rooms, non-combustible
floors, hot running water, adequate space and ventilation and
radio-visual aids were mentioned and the radio.

The additional comments were the following:

"A revision of the course would be very much
needed."

"Very little money for new equipment. Is a shame that
it needs more adjusting to the girls' needs."

"More interest and participation of the boys need to be sought."

"Longer periods or double periods should be allotted to home economics. Classes should be formed on the basis of grade level, maturity, interests or something similar."

"The formation of smaller classes or provisions for an assistant would bring about a more beneficial program."

"More equipment and time for teaching child care are needed, since it is such an important phase of the work."

"The home economics department should be in the same building with other classes--not isolated."

"Low mentality groups, grades 9-12, take the home economics course. Other groups are not allowed to elect the course."

The replies to this section show great range and variation. Their implications show even greater range and initiatory powers.

"Speech periods or social methods should be allotted to some economics. Classes should be formed on the basis of grade level, maturity, interests or something similar."

"The formation of small clubs or troublers for an assistant would bring about a more beneficial program."

"More equipment and time for teaching child care is needed, since it is such an important phase of the work."

"The home economics department should be in the same building with other classes--not isolated."

"For morbidity groups, grades 9-12, the home economics course. Other groups treat <u>subjects</u> to elect the course."

The results to this section show that there are varieties. Only individuals should not be for forms for individual work.

CHAPTER IV

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

The summary and conclusions are given according to the three divisions of the problem of this study:

1. The nature and extent of the home-economics program
2. The educational preparation, duties and responsibilities of teaching personnel
3. The facilities offered for the maintenance of a well-balanced general home-economics program.

1. Nature and Extent of the Home-Economics Program

There is evidence of curriculum revision in the 52 Massachusetts schools reporting in this study. Some communities are slower than others, but the over-all trend seems to be away from home economics as merely instruction in foods and clothing. These two areas, however, still receive the greatest allotment of time in the year's plan of instruction.

The seven, top-ranking topical areas of work offered most frequently in this field are: clothing, foods, personality and social development, family health, family relations, child care and development and personal and family budget.

A trend toward home economics as a part of the general education of all students has not progressed too extensively

CHAPTER IV

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

The summary and conclusions are given according to the three divisions of the problem of this study:

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2. The organization and direction, duties and responsibilities of home economics personnel.
3. The facilities offered for the teaching of home-economics subjects.

The Nature and Extent of the Home-Economics Program

Where the evidence of curriculum revision in the Massachusetts schools according to this study. Some communities are ahead of others, but the over-all trend seems to be away from home economics as a vocational in favor of general and cultural. Thus, the schools, in turn, will provide the greatest allotment of time in the general plan of instruction.

The area, or teaching content area of work offered most frequently in this field are: clothing, foods, personality and social development. Family relations, child care and development, and personal and family budgets.

A trend toward home economics in almost of the general education of all students has not undertaken tentatively

at the present time. More than previously, however, home economics is required quite commonly of seventh and eighth grade girls and on an elective basis in grades nine through twelve. About 10 percent of the schools reporting in this study constitute an exception to this statement.

Occasionally, there is an elective course for boys, but most commonly, this occurs in the twelfth grade.

Regarding weekly time allotment, 54 percent of the seventh and eighth grades have 40 minute periods once a week for two consecutive periods. Twenty nine percent have one 50 minute period weekly and seventeen percent have a weekly period of 90 minutes duration.

At the secondary level, 47 percent of the schools have 40-45 minutes daily. Thirty nine percent have 50 minute periods three times a week and about 14 percent have four 40 minute periods weekly.

There is an extremely wide range of procedures regarding yearly budgets. Over one half of the schools reporting, state that no definite budget is specified. In larger urban communities, definite sums are allotted to each department or a certain per capita rate has been established.

Pupils participate quite often in school activities pertaining to the field of home economics. Less opportunity is provided for or taken advantage of elsewhere in

at the present time. More than probably, however, some economics is required quite seriously of seventh and eighth grade girls and on an elective basis in grades nine through twelve. About 10 percent of the schools reporting in this study constitute an exception to this statement.

Occasionally, there is an elective course for boys, but most commonly, this occurs in the twelfth grade.

Regarding weekly time allotment, 34 percent of the seventh and eighth grades have 40 minute periods once a week for two consecutive periods. Twenty nine percent have one 80 minute period weekly and seventeen percent have a weekly period of 80 minutes duration.

At the secondary level, 47 percent of the schools have 40-45 minutes daily. Eighty nine percent have 40 minute periods three times a week and about 14 percent have four 40 minute periods weekly.

There is an extremely wide range of procedures regarding yearly budgets. Over one-half of the schools reported stated that no definite budget is established. In larger urban communities, definite sums are allotted to each department or a certain per pupil rate has been set aside.

Pupils or faculty rules often in school activities pertaining to the fitness of home economics. But occasionally it involves the payment of elsewhere in

the community. Food preparation and/or service is the most common phase of additional work.

Cooperative efforts of pupil and teacher are noted but not too extensively. Most schools engage in at least one field trip per year.

2. Educational Preparation, Duties and Responsibilities of Teaching Personnel

The majority of home economics instructors reporting have majored in home economics in college or university work. Related experience is predominantly in homemaking or dietetics.

Six of the 52 teachers indicated that they were not able to give full-time to instructional duties in home economics. Nearly one half of the teachers replying state that they have additional instructors within the department.

The keeping of department records and cafeteria management are the most common additional duties required of home economics instructors.

In the light of these data, the greatest teaching load is in the seventh and eighth grades where approximately 90 percent of the girls are enrolled in home economics. The percentage drops in grades nine to eleven. In the twelfth grade, the percentage of girls rises again slightly. The percentage of boys enrolled is at its peak, 5.7 percent,

the community. Good professional and/or service is the most common phase of additional work.

Cooperative efforts of supervising teacher are noted but not too extensively. Most schools engage in at least one field trip per year.

2. Educational Preparation, Duties and Responsibilities of Teaching Personnel

The majority of home economics instructors reporting have majored in home economics in college or university work. Related experience is predominately in homemaking or dietetics.

Six of the 12 teachers indicated that they were not able to give full-time to instructional duties in home economics. Nearly one half of the teachers replying at be that they have additional instructional duties in the department.

The keeping of department records and contacts in community are the most common additional duties reported by home economics instructors.

In the list of three duties, the greatest teaching load is in the seventh and eighth grades where approximately 50 percent of the girls are enrolled in home economics. The percentage drops in grades nine to eleven. In the twelfth grade, the attempt is of vital, since only 14.7 percent.

The percentage of boys enrolled is at its peak, 4.7 percent.

in grade twelve.

3. Facilities Offered for the Maintenance of a Well-balanced General Home Economics Program

The general conditions of the home economics departments considered in this study vary somewhat. Less than one half report adequate bulletin boards, lights, screening or a resilient floor surface.

Specific areas in departments are most commonly devoted to food and clothing work, teacher's work center and storage.

The facilities in various food preparation areas are reported as generally adequate but well-used and not kept up-to-date. Much the same is true of the clothing construction areas. Here, nearly 75 percent of the departments have replaced treadle machines with electric machines or have added electric machines to the already existing facilities.

Equipment for instruction in home nursing and child care is not regarded as too essential by most systems. It is noted that not too much practical work is done in this area.

Additional comments from the various respondents indicate that new equipment and changes in curriculum have come about recently. The general tone is one of need for many more extensive, purposeful steps forward in these

in grade twelve.

3. Facilities Offered for the Maintenance of a Well-Balanced General Home Economics Program

The general conditions of the home economics departments considered in this study vary somewhat. Less than one-half report needs for bulletin boards, lighting, screening or a resilient floor surface.

Specific areas in departments are most commonly devoted to food and clothing work, laundry work center and storage.

The facilities in various food preparation areas are reported as generally adequate but well-used and not kept up-to-date. Much the same is true of the clothing construction areas. Here, nearly 70 percent of the departments have replaced treadle machines with electric machines or have added electric machines to the already existing facilities.

Judgment for instruction in home nursing and child care is not reported as too essential by most systems. It is noted that not too much experiencial work is done in this area.

Additional comments from the various respondents indicate that new equipment and changes in curriculum have come about recently. The general tone is one of need for many more extensive, purposeful study forms in these

directions.

The recommendations to follow are stated with the thought that the prospective teacher, the present teacher or administrator may find something of value in them.

As in promoting any change, a wise method of approach is to study its nature and scope. In relation to the problem of home economics in general education, the aim should be to determine what phases of the field should be taught to all students. In such an analysis, it is essential to be irrespective of the vocations students may ultimately pursue.

The desired goals and the courses to pursue to reach such goals must be determined. In a true sense, any part of sound, purposeful education is working toward well-defined goals.

Home economics should not try to do everything in education. It has a great deal more than just cooking and sewing to offer, but it has its limitations. It must realize this but strive to find its place in the over-all education of youth. Expanding its course content into functional units and unit assignments is, at present, highly recommended as an early step forward. Core activities and optional related activities presented to the pupil by way of the study guide characterize a well-organized program of student-teacher planning. In this way, community, home and school

cooperate to meet the individual needs of the pupils.

By providing differentiated units of instruction, the question of electives and required courses will be less of a factor. Optional related activities cater to individual differences in interest, ability and aptitude, thus providing the elective aspects of a course.

Without changing course names, the internal structure of the home economics program must be revised. In time, it may warrant more time allotment, expanded facilities, more enrollments--boys and girls--and a new name.

No course will be any better than the person planning and presenting it. The allowance of more credit or the fact that homework is required does not guarantee a better course. Theory work can be interesting and functional if presented correctly. Student assistants, also, can be motivated to volunteer to aid busy teachers. Such a reorganization, to be worthwhile, is not easily done. Any task worth doing is not easy.

A more functional program will gradually receive more public recognition and public assistance. Interpretation is an important factor; interpretation of a sound program is even more important.

Teachers in any field should possess a breadth of vision as well as a mastery of the subject matter. Education of

cooperate to meet the individual needs of the pupils.

By providing differentiated units of instruction, the question of electives and required courses will be less of a factor. Optional related activities cater to individual differences in interest, ability and aptitude, thus providing the elective aspects of a course.

Without changing course names, the internal structure of the home economics courses must be revised. In class, it may mean more time allotments, expanded facilities, more controlled--boys and girls--and a new name.

No course will be any better than the person planning and presenting it. The addition of more credits or the fact that homework is required does not guarantee a better course. Theory work can be integrated as functional if presented correctly. Students nowadays, also, can be motivated to volunteer to aid busy teachers. Even a frozen dinner, to be wholesome, is not really some. Any task worth doing is not easy.

A more functional course will probably receive more subtle recognition and public credit one. Interpretation is an important factor; interpretation of a <u>course</u> program is even more important.

Teachers in any field should possess a freedom of vision as well as a grasp of the subject matter. Motivation of

the present and future generations must see its real value as being its transfer value--anything learned that helps an individual to behave more successfully in related situations. Latin and trigonometry have a share in this program. Home economics may, also, hold its head high. By its very nature--practical, personal and informal--it, too, has a contribution to make to the guidance and understanding of each individual pupil's need. Properly planned and executed, it can promote understanding, appreciation and proper development of our tremendously important environmental factor, the home. Such a relation to the fundamental unit of our way of life offers a tremendous challenge and responsibility to every one in this field.

Educators must find enduring satisfaction in their work in proportion to the quality of the values for which they are striving. Some are like bricklayers concerned only with the material aspect of the job--laying bricks. Others are working only for the daily wage. Too few find beauty and grandeur in building the personalities of a waiting youth, just as too few bricklayers find these rewards in building the stately cathedral.

the present and future generations must see its real value as being its transfer value--anything learned that helps an individual to believe more successfully in related situations. Lists and taxonomies have a place in this program. Home economics may, also, hold the head high. By its very nature--practical, personal and informal--it, too, has a contribution to make toward mutuous and understanding of each individual's world. Properly planned and executed, it can choose understanding, respect also and proper development of our transcendental important environment factor, the home. Such a relation to the fundamental unit of our way of life offers a unprecedent opportunity and responsibility to every one in this field.

Educators must stand ready to assist students in their work in proportion to the quality of the values for which they are interested. Some are like butterflies, concerned only with the material aspect of the job--laying bricks. Others are working only for the daily wage. Too few find beauty and pleasure in building the personalities of a waiting youth, just as too few butterflies find keen pleasure in building the beauty entombed.

APPENDIX

80 Central Street
Hudson, Massachusetts

Under the guidance of Dr. Roy O. Billett of Boston University, I am making a survey of home economics in general education.

The assistance of your department is essential to the success of this study. Will you kindly complete the inquiry form, which should take approximately thirty minutes? In return for your cooperation, I shall be pleased to send you a mimeographed summary of the results of this study, if you so indicate in your reply.

A self-addressed, stamped envelope is enclosed for your convenience in returning this information.

Sincerely yours,

Eleanor Robbins

INQUIRY FORM

ON

HOME ECONOMICS IN GENERAL EDUCATION

Name of City or Town_____

Underscore one: Rural Urban

Name of Person Completing this Form_____

Official Position_____

I. Nature and Extent of Home Economics Course

A. In the following table, please give the desired information regarding topical areas of work in home economics in grades 7, 8, and 9. In columns 2, 3, and 4 indicate the number of weeks per year given to each topic. In columns 5-10, enter R if topic is required of all or E if elective

Topical areas included in course	Number of weeks per year to each topic in grades			Required or elective for Boys in grades			Girls in grades		
	7	8	9	7	8	9	7	8	9
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)
1. Family Relations	__	__	__	__	__	__	__	__	__
2. Foods(nutrition, preparation and service)	__	__	__	__	__	__	__	__	__
3. Clothing (construction and care)	__	__	__	__	__	__	__	__	__
4. Child Care and Development	__	__	__	__	__	__	__	__	__
5. Family Health	__	__	__	__	__	__	__	__	__
6. Personality and Social Development	__	__	__	__	__	__	__	__	__
7. Personal and Family Budget	__	__	__	__	__	__	__	__	__
8. Other (please name)	__	__	__	__	__	__	__	__	__
_____	__	__	__	__	__	__	__	__	__
_____	__	__	__	__	__	__	__	__	__

B. What is the present status in grades 10-12?

Topical areas included in course	Number of weeks per year to each topic in grades			Required or elective for Boys in grades			Girls in grades		
	10	11	12	10	11	12	10	11	12
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)
1. Family Relations	___	___	___	___	___	___	___	___	___
2. Foods(nutrition, preparation and service)	___	___	___	___	___	___	___	___	___
3. Clothing (construction and care)	___	___	___	___	___	___	___	___	___
4. Child Care and Development	___	___	___	___	___	___	___	___	___
5. Family Health	___	___	___	___	___	___	___	___	___
6. Personality and Social Development	___	___	___	___	___	___	___	___	___
7. Personal and Family Budget	___	___	___	___	___	___	___	___	___
8. Other(please name)									
_____	___	___	___	___	___	___	___	___	___
_____	___	___	___	___	___	___	___	___	___

C. Please indicate the time allotted each week to home economics:

Grade	Length of period in minutes	Periods per week
7	___	___
8	___	___
9	___	___
10	___	___
11	___	___
12	___	___

D. What is the total yearly budget for the home economics department? $_____

E. Please give the approximate number of pupils enrolled in home economics, who participated in the following activities, at least once during the year 1949-1950:

Activities	Number of pupils participating in the activity	
	In School	Elsewhere in Community
1. Exhibits	___	___
2. Fashion Shows	___	___
3. Future Homemakers of America Club	___	___
4. Health Clinics	___	___
5. Teas	___	___
6. Other(please name)		
_____	___	___
_____	___	___

F. Do more advanced pupils ever assume responsibilities such as assistant to the teacher?
Encircle: yes no

1. Check any of the following activities in which the class occasionally participates:
   ( ) a. Preparing the market order
   ( ) b. Listing utensils needed in various projects
   ( ) c. Preparing bulletin board displays
   ( ) d. Evaluating each other by means of pupil-made or teacher-made score cards or check lists
   ( ) e. Demonstrating a lesson to the class (e.g. A construction process in clothing or a dish in foreign foods--one familiar to a certain pupil at home)
   f. Other(please specify)_____
   _____

G. Do you have a housekeeping duty chart whereby duties rotate from lesson to lesson?
Encircle: yes no

H. Do you participate in at least one field trip a year?
Encircle: yes no
If "yes", please describe briefly:

II. Personnel

A. Do you give full-time to home economics instruction?
Encircle: yes no

1. How many other full-time instructors are there in the home economics department?_____

E. Please give the approximate number of pupils enrolled in home economics, who participated in the following activities at least once during the year 1949-1950:

Activities	Number of pupils participating in the activities	
	In school	Elsewhere in community
1. Exhibits		
2. Fashion Shows		
3. Future Homemakers of America Club		
4. Health Clinics		
5. Teas		
6. Other (please name)		

F. Do more advanced pupils ever assume responsibilities such as assistant to the teacher?
Encircle: yes no

I. Check any of the following activities in which the class occasionally participates:

( ) a. Preparing the market order
( ) b. Listing utensils needed in various projects
( ) c. Preparing bulletin board displays
( ) d. Evaluating work either by means of pupil-made or teacher-made score cards or check lists
( ) e. Demonstrating a lesson to the class (e.g. A demonstration process in clothing or a dish in foreign foods--one familiar to a certain pupil or home)
f. other (please specify)

G. Do you have a homemaking club other whereby duties rotate from lesson to lesson?
Encircle: yes no

H. Do you participate in at least one field trip a year?
Encircle: yes no
If "yes", please describe briefly:

I. Personnel:

A. Do you give full-time to home economics instruction?
Encircle: yes no

L. How many other full-time instructors are there in the home economics department?

B. Are you responsible for home economics instruction in addition to other duties?
Encircle: yes no

1. If "yes", please list other duties:

_____ _____

_____ _____

_____ _____

C. Did you major in home economics?
Encircle: yes no

1. At what college or university?

_____

D. Indicate experience in any of the following or related fields:

( )1. Dietetics
( )2. Nutrition
( )3. Homemaking
( )4. School or public health work
( )5. Social work
6. Other(please nar _____
( )7. No experience

III. Enrollment

A. Please give the following information:

Grade	Total Enrollment		Number of Students Taking Home Economics	
	Boys	Girls	Boys	Girls
7	—	—	—	—
8	—	—	—	—
9	—	—	—	—
10	—	—	—	—
11	—	—	—	—
12	—	—	—	—

IV. Facilities

A. Check if there is space devoted primarily to:
( )1. teacher's desk and work center
( )2. food preparation area
( )3. dining area
( )4. clothing construction area
( )5. fitting room
( )6. home nursing and child care area
( )7. reading materials and study activities
( )8. discussion area
( )9. storage for supplies or student projects
( )10. other(please name)_____

B. Are you responsible for home economics instruction in addition to other duties?
Answer: yes no

1. If "yes", please list other duties:

_____

_____

_____

C. Did you major in home economics?
Answer: yes no

1. At what college or university?

_____

D. Indicate experience in any of the following or related fields:

( )1. Dietetics
( )2. Nutrition
( )3. Homemaking
( )4. School or public health work
( )5. Social work
( )6. Other(please specify)
( )7. No experience

III. Enrollment

A. Please give the following information:

Grade	Year		Enrollment: Boys	Girls	Number of classes for Home Economics	Total
7						
8						
9						
10						
11						
12						

IV. Facilities

A. Check if there is space provided reasonably convenient for:
( )1. teacher's desk and work center
( )2. food preparation area
( )3. dining area
( )4. clothing construction area
( )5. fitting room
( )6. home nursing and child care area
( )7. reading materials and story collection
( )8. discussion area
( )9. storage for supplies or student projects
( )10. other(please name)

B. Check any of the following general conditions that apply to your department:

( )1. screened door
( )2. screens at windows
( )3. satisfactory ventilation
( )4. adequate, non-glaring lights
( )5. light-colored walls
( )6. resilient floor surface
( )7. adequate bulletin boards
( )8. blackboard
( )9. audio-visual aids
( )10. fire extinguisher
11. Other(please name)_____

C. Check if your food preparation area has:

( )1. at least 1 stove for 6 students
( )2. at least 1 sink for 6 students
( )3. 1 hand sink
( )4. 1 refrigerator
( )5. sanitary garbage disposal
( )6. facilities for laundering and drying dishtowels etc.
( )7. adequate, workable utensils
( )8. outlets for gas or electric appliances
( )9. hot running water
( )10. cold running water
11. Other(please name)_____

D. Check if your clothing area has:

( )1. electric machines (indicate number):_____
( )2. treadle machines (indicate number):_____
( )3. sufficient work surface
( )4. mirror
( )5. ironing board
( )6. irons
( )7. other(please name)_____
_____

E. Check if your home-nursing-child care area has:

( )1. first-aid supplies
( )2. hospital bed
( )3. life-size doll
( )4. child's crib
( )5. bath equipment
( )6. play(toys) equipment
7. other(please name)_____
_____

F. What addition or change within the past three years, do you feel has contributed most to your home economics department?

G. Where do you feel there is still need for improvement?

H. Do you wish a summary of the results of this study?
Encircle: yes no

F. Check any of the following general conditions that apply to your department:

( )1. screened door
( )2. screens at windows
( )3. satisfactory ventilation
( )4. adequate, non-glaring lights
( )5. light-colored walls
( )6. resilient floor surface
( )7. adequate bulletin board
( )8. blackboard
( )9. audio-visual aids
( )10. film projector
11. Other(please name) _____

G. Check if your food preparation area has:

( )1. at least 1 stove for 6 students
( )2. at least 1 sink for 6 students
( )3. 1 food sink
( )4. 1 refrigerator
( )5. sanitary garbage disposal
( )6. facilities for laundering and drying dishcloths etc.
( )7. adequate, workable utensils
( )8. outlets for gas or electric appliances
( )9. hot running water
( )10. cold running water
11. Other(please name) _____

D. Check if your clothing area has:

( )1. electric machine (indicate number) _____
( )2. treadle machine (indicate number) _____
( )3. sufficient work surface
( )4. mirror
( )5. ironing board
( )6. irons
( )7. other(please name) _____

E. Check if your home-nursery-child care area has:

( )1. first-aid supplies
( )2. hospital bed
( )3. life-size doll
( )4. audio's crib
( )5. [illegible] equipment
( )6. play(toys) equipment
7. other(please name) _____

F. What addition or change within the past three years, do you feel has contributed most to your home economics department?

G. Where do you feel there is still need for improvement?

H. Do you wish a summary of the results of this study? Indicate: yes no

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Date Due

AUG 1	1951	JAN 3	1956
AUG 15	1951	Rm. use	
Sept. 24, 1951			
OCT 6	1951	MAR 21	1957
OCT 13	1951	Rm use	
NOV 17	1952		
NOV 17	1952	MAY 25	1959
DEC 20	1952	OCT 18	1960
MAR 10	1953	NOV 30	1960
APR 13	1953	DEC 7	1960
APR 21	1953		
MAY 4	1953	DEC 2	1961
AUG 22	1953	DEC 9	1961
JUL 21	1954		
JAN 15	1955		

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